

IEATP II: Evaluation of Administrators



Module 5
Continuing the Journey
With Jim, Glenn and Jan
January 13, 2010



Outcomes for Participants

- ▶ **Demonstrate knowledge of the Iowa Standards for School Leaders, including criteria and descriptors.**
- ▶ **Practice coaching skills, including supportive/facilitative, directive/instructional, and collaborative.**
- ▶ Evaluate an administrator, providing appropriate feedback and support.
- ▶ Develop an individual professional development plan in collaboration with the administrator.

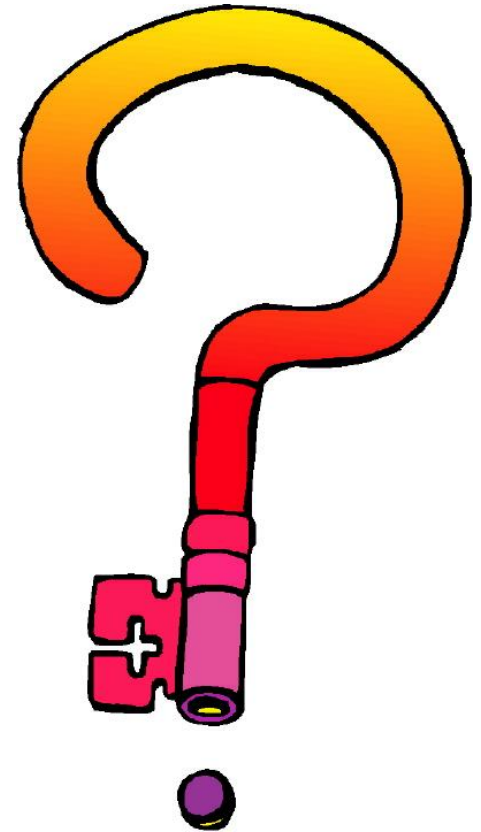




Essential Question

This morning's work strives to answer the question:

“What does effective coaching look like, sound like, feel like?”



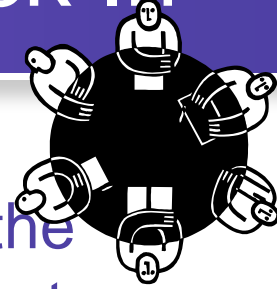


Outcomes for Module 5:

- ▶ By the end of Module 5, participants will be able to:
 - ▶ Identify effective coaching skills.
 - ▶ Plan for a coaching conference.
 - ▶ Demonstrate coaching skills in class activities.
 - ▶ Reflect on impact of “coaching” in supporting leaders “back home.”



Ticket Out the Door – and Back In



- ▶ Table Discussion: As you planned and conducted the collaborative coaching conversation back home, what worked and what didn't as far as . . .
 - Focus/Purpose of conversation
 - Planning for conversation
 - Using questions in conversation
 - “Air Time”
 - Strategies/Techniques



10 Minutes





Ticket Out the Door – and Back In

- ▶▶ What role did planning play in your preparation for the conversation?
- ▶▶ What strategies and techniques did you find most helpful? Which needed more practice?
- ▶▶ How balanced was the “air time”?
- ▶▶ How “patient” were you in co-developing information, ideas, etc.
- ▶▶ What frustrated you?
- ▶▶ What will be “next steps” for strengthening your coaching skills.





How did you do with your “tools” to support the conversations “back home”?

- ▶ Pause
- ▶ Paraphrase
- ▶ Inquire
- ▶ Probe
- ▶ Extend



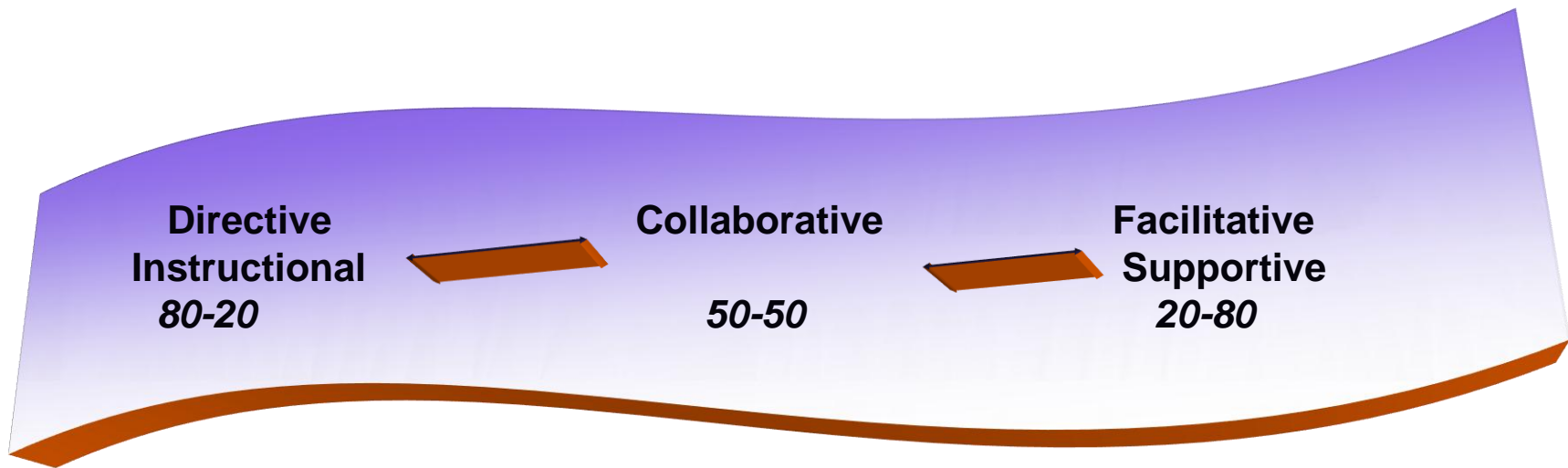


Our Job as Analytical Leaders

....Is not to be the masters of answers,
but rather persistent questioners.



Continuum with ORID





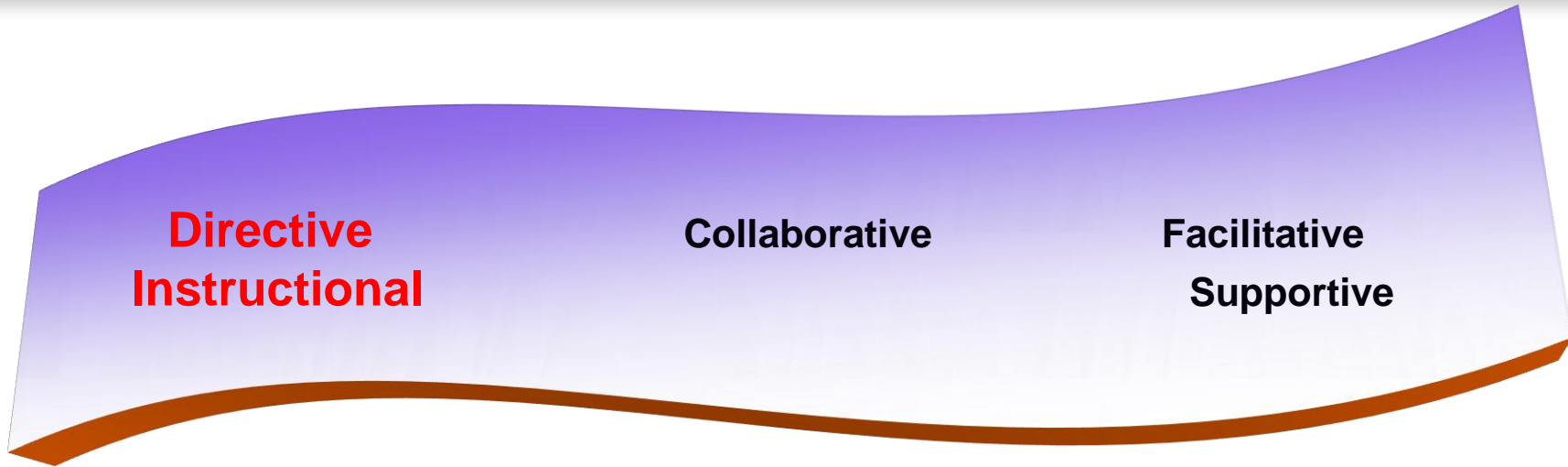
Remember, our job is to . . .

- ▶ Offer support
- ▶ Create challenges
- ▶ Facilitate a professional vision

*Laura Lipton and Bruce Wellman
with Carlette Humbard
Mentoring Matters,
A Practical Guide to
Learning-Focused Relationships*



Directive/Instructional



- ▶ Intention is to share information, advice, or technical resources/support about policies, procedures, practices. The goal is to establish standards for professional practice.



Strategies to Consider for Directive/Instructional Coaching

- ▶ Think Aloud about Your What/Why
- ▶ Menus of Ideas/Next Steps
- ▶ Idea Banks
- ▶ Modeling, Noting Attributes
- ▶ Review of Actions/Observations
- ▶ Reference/Highlight Research



You will use the same techniques or tools that you used with collaborative conversations.

- ▶ Pause
- ▶ Paraphrase
- ▶ Inquire
- ▶ Probe
- ▶ Extend





Facilitative/Supportive

**Directive
Instructional**

Collaborative

**Facilitative
Supportive**

20-80

- ▶ Intention is to support the thinking of the administrator and increase his/her ability to self-coach and be a self-directed learner.



Strategies to Use with Facilitative/Supportive Coaching

- ▶ Nonjudgmental stance
- ▶ Inquiry about
 - Successes, concerns, whatever is on mind of administrator
- ▶ Reflection
 - On goal, on outcomes, on learning



Opportunities for Coaching

- ▶ Brainstorming
 - » Reasons
 - » Ideas
 - » Solutions
 - » Interventions
 - » Other:
- ▶ Co-Planning
- ▶ Learners of Leading
- ▶ Designing and Conducting Action Research
- ▶ Exploring Case Studies
- ▶ Other:

Mentoring Matters – A Practical Guide to Learning-Focused Relationships by Laura Lipton and Bruce Wellman with Carlette Humbard



Flexibility in Stance Taken

- ▶ When in doubt, begin with collaborative and then move to directive/instructional or facilitative/supportive as needed.
- ▶ Actively listen, watching for verbal and non-verbal cues.



So Let's Revisit Our Collaborative Coaching Scenario

- ▶ Collaborative Approach
- ▶ Directive/Instructional Approach
- ▶ Facilitative/Supportive Approach



So Let's Practice

- ▶ Complete three coaching scenarios with each member of the triad rotating his/her role among administrator, superintendent, and process observer.
 - ▶ Administrator: Select the card and develop the context (i.e., directive/instructional, facilitative/supportive).
 - ▶ Superintendent: Plan the coaching scenario.
 - ▶ Administrator and Superintendent: Complete the coaching scenario.
 - ▶ Process Observer: Summarize for the team your observations, using the format provided.

45 Minutes





Processing Our Practice

- What similarities or differences did you notice in the three scenarios?
- Which approach (i.e., direction/instruction, collaborative, facilitative/supportive) was easier to plan and conduct?
- What were some of the coaching opportunities you used (e.g., brainstorming, co-planning, designing action research, problem solving, goal setting, reflection, think alouds, idea banks, modeling, review of actions)?
- Describe the impact of planning, probing, paraphrasing, wait time, questioning, etc.
- What are two things you definitely will do in your next practices “back home”?



The Assignment

- ▶ Plan for and complete TWO coaching scenarios “back home”:
 - ▶ One in directive/instructional stance
 - ▶ One in facilitative/supportive stance
- ▶ Reflect on each coaching opportunity.
- ▶ Post your plan and reflections on the wiki for each coaching opportunity.



From Wiki

- ▶ ***Planning for a Coaching Conversation***
- ▶ **Type of Coaching Conversation**
 - ▶ Directive/ Instructional
 - ▶ Facilitative/ Supportive

Remember you must complete TWO coaching conversations for Module 5!



Ticket Out of Here

- ▶ **Complete the feedback form.**
- ▶ **Turn to a Colleague:**
 - » Identify a coaching situation you might explore with one of your administrators/central office staff back home.
 - » Share how you see what you have learned about coaching fitting into your job as both a coach and an evaluator?





For Additional Information:

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